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ABSTRACT

This manual was developed to assist youth ages 9-11 in developing lifetime leadership skills. The manual describes learning activities in the following areas: (1) understanding self and self-esteem promotion; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing, planning, and organizing; and (7) working with groups. The manual also includes general information about the project; definitions of the terms used in the manual; suggested goals for the project; and recommendations for choosing a helper to assist members in the learning activities. Each learning activity has three parts: (1) a short description of the activity and the leadership skill it relates to; (2) the directions for completing the learning activity; and (3) discussion questions. The manual includes a list of nine references and numerous illustrations. (LP)

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I Leadership Project Book I

Cooperative Extension Service
College of Agriculture
University of Illinois at Urbana-Champaign

RC 018987

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Leadership

Individual Skills for Younger Members

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MC0632	Leadership: Skills You Never Outgrow, Book II: Individual Skills for Older Members
LC0630	Leadership: Skills You Never Outgrow —Helper Guide
LC0631	Leadership: Skills You Never Outgrow —Leader Guide
MC0634	Leadership: Skills You Never Outgrow, Book III: Skills for Working Within Groups
MC0636	Leadership: Skills You Never Outgrow, Book IV: Skills Leading Groups

Welcome to the Illinois 4-H Project **Leadership: Skills You Never Outgrow.** Leadership involves using your skills in seven different areas: communicating, understanding self, getting along with others, learning, making decisions, managing, and working with groups. They'll help you or a group of people accomplish what you want.

In this project you will choose activities that will help you develop your skills in the seven areas of leadership. By doing the activities suggested in this project, you will learn the various skills you need to be a leader. You will work on and practice one skill at a time with someone to help you. The skills you learn can be used right away in your club, at school, and in other groups. These same skills can be added to and used all through your life.

Leadership skills are not developed overnight. This project will help you start at the beginning by building your individual leadership skills. The activities in this book will give you lots of things to do for your first several years in the project while you are in elementary school. When you reach junior and senior high, you can move on to Books II, III, and IV where you'll learn more about working in and leading groups.

Leadership Skills

To learn leadership, you will need skills in each of seven different areas. In these skill areas you can learn the following things:

1. **Understanding self** by learning about yourself and how to like yourself.
2. **Communicating** through writing, listening, speaking, and giving messages through face and body movements.
3. **Getting along with others** by meeting and accepting people, even those who are different from you.
4. **Learning** ways to learn by asking questions, by finding correct information, and by learning from others.
5. **Making decisions** by looking at a situation and possible ways for solving it, choosing the best one, and taking action on a solution.
6. **Managing** by choosing and using the things you have to accomplish something.
7. **Working with groups** by learning how groups work together to accomplish their goals.

Words to Know

Following are some words you will see in **Leadership: Skills You Never Outgrow** and their meanings.

Activity— something you can do to help you learn a leadership skill. Activities also include things to talk about to help you think of other ways to use the skills you practice.

Helper— someone you choose to advise you in your leadership project. Your Helper will also work with you on activities and think about what you gained from your project. A Helper is someone who has more experience than you do—a friend, a youth leader, an older member of your club, or a family member.

Leadership— helping someone or a group of people accomplish what they want to do.

Leadership project— the 4-H project designed to help you learn leadership skills. **Leadership: Skills You Never Outgrow** can assist 4-H members taking the leadership project. Other young people can also learn leadership by doing the activities.

Leadership project leader— an adult or teen who helps members of a club or group with the leadership project. He or she can assist you in finding a Helper. Your leadership project leader can help all the leadership members do some learning activities together. If you have questions about how to do your leadership project, ask your project leader for help.

Leadership skill area— any of seven abilities you need to be a leader in order to help yourself or to help others. Leadership skills involve what you think, feel, and do when you are alone and when you are with other people.

Project planning form— the sheet on which you write what you plan to do in your project. You also report what you did and learned after you finish.

What to Do

In Book I of **Leadership: Skills You Never Outgrow,** some suggested goals are:

Year 1:

1. Choose a Helper.
2. Select at least one activity from each of the seven skill areas.
3. Complete your project plan.
4. Complete the activities you have chosen with your Helper.
5. Write about what you did and learned on your project planning form (R90311).

Years 2 & 3:

1. Choose a Helper.
2. Select at least one activity from each of the seven skill areas.
3. Complete your project plan.
4. Choose two or three more activities from one area that you want to know more about.
5. Complete the activities you have chosen with your Helper.
6. Write about what you did and learned on your project planning sheet (R90311).

Choosing a Helper

The Helper you choose will learn with you in **Leadership: Skills You Never Outgrow.** Your Helper may be an older member of your club, an adult or teen friend, or one of your parents. The Helper you choose should be someone you like to be with and can talk with easily. Find a Helper. Ask the person you choose if he or she will:

1. help you choose an activity in each of the leadership skill areas,
2. help you complete your plan,
3. help you do the activities,
4. talk with you about what happened in each activity after you complete it, and
5. help you decide what to write on your planning sheet.

Get to know your Helper. Plan to meet your Helper after school, on Saturday, or at your club meeting to do the project. Exchange phone numbers. Give your Helper the **Helper's Guide.** It will supply ideas for your Helper to use with your project.

Note: Your Helper is someone who is very interested in you and likes you. You may want to meet your Helper after school, on Saturday, or at your club meeting. Your Helper will need your phone number and you will want to keep your Helper's phone number in this project book. You will do and discuss most of the activities in this book with your Helper. The "Looking back" part of each activity gives you some ideas of things to talk about. It's good to talk about other things you think about too. Enjoy getting to know your Helper.

Helper's name _____ Phone number _____

Doing the Leadership Project

When you are practicing leadership skills you will be thinking and talking a lot as well as doing some things. Learning about and practicing leadership skills will involve talking with your Helper or your family about each activity you have chosen. Talking about each activity after you do it is very important. It helps you to understand what you have learned and how you can use it again. Learning about yourself and the leadership skills you are developing may sometimes be hard, but it is usually FUN and very helpful.

Each activity in Book I has three parts:

1. a short description of the activity and which leadership skill it helps you to practice,
2. the directions for completing the activity, and
3. some questions about the activity you will want to discuss after you have completed it.

When choosing an activity, think about what skills you would like to practice. Remember to work on the skills that you don't know much about or that you could improve. It may be a good idea to work on some skills that help you learn about yourself before you start on the other skill areas. It doesn't matter how many activities you do in each skill area or the order in which you do them.

Follow the instructions for the activity. They will help you experience or practice some part of the leadership skill listed. After you have completed the activity, discuss the "Looking back" questions with your Helper. Talking about the activity that you have completed will help you learn more about leadership and yourself. While you are talking about the activity, try to think of ways you can use what you learned again.

If you complete all of the activities in Book I, you may do the activities again and compare your ideas now with the ideas you had the first time. Most people find that their ideas change when they repeat activities again after time has passed. This shows that you are growing. You or your Helper can also think of your own activities to practice leadership skills.

What's Next?

Leadership: Skills You Never Outgrow also includes Books II, III, and IV, and they have many, many more activities. You can move on to Books II and III when you reach the seventh grade.

Enjoy **Leadership: Skills You Never Outgrow.**

Understanding Self

You are a very special person. You were born as someone new, someone who never existed before. It's fun to learn about yourself and why you are special.

The more you know about yourself, the better you will like yourself. You will also understand your feelings and why it is important to feel good about yourself. The word "self-concept" is used to describe how each of us sees himself or herself.

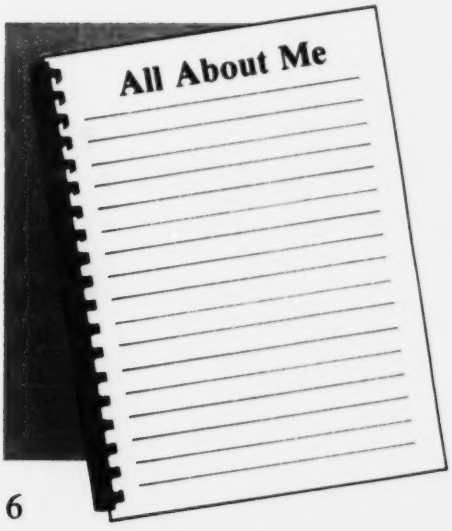
The activities in this part of the book will help you recognize what makes you special and one-of-a-kind.

Activity: **All About Me**[6]
Leadership skill: Understanding self
What to do: Keep a notebook, "All About Me."

Leadership
Skills You Never Outgrow

Label a notebook "All About Me." Try to write a story in your notebook every month. Add pictures or drawings if you like. Some story ideas are:

1. Who am I?
2. Who takes care of me?
3. I am proud...
4. Someday I want to be...
5. My funniest experience...
6. If I could change the world...
7. My friend...



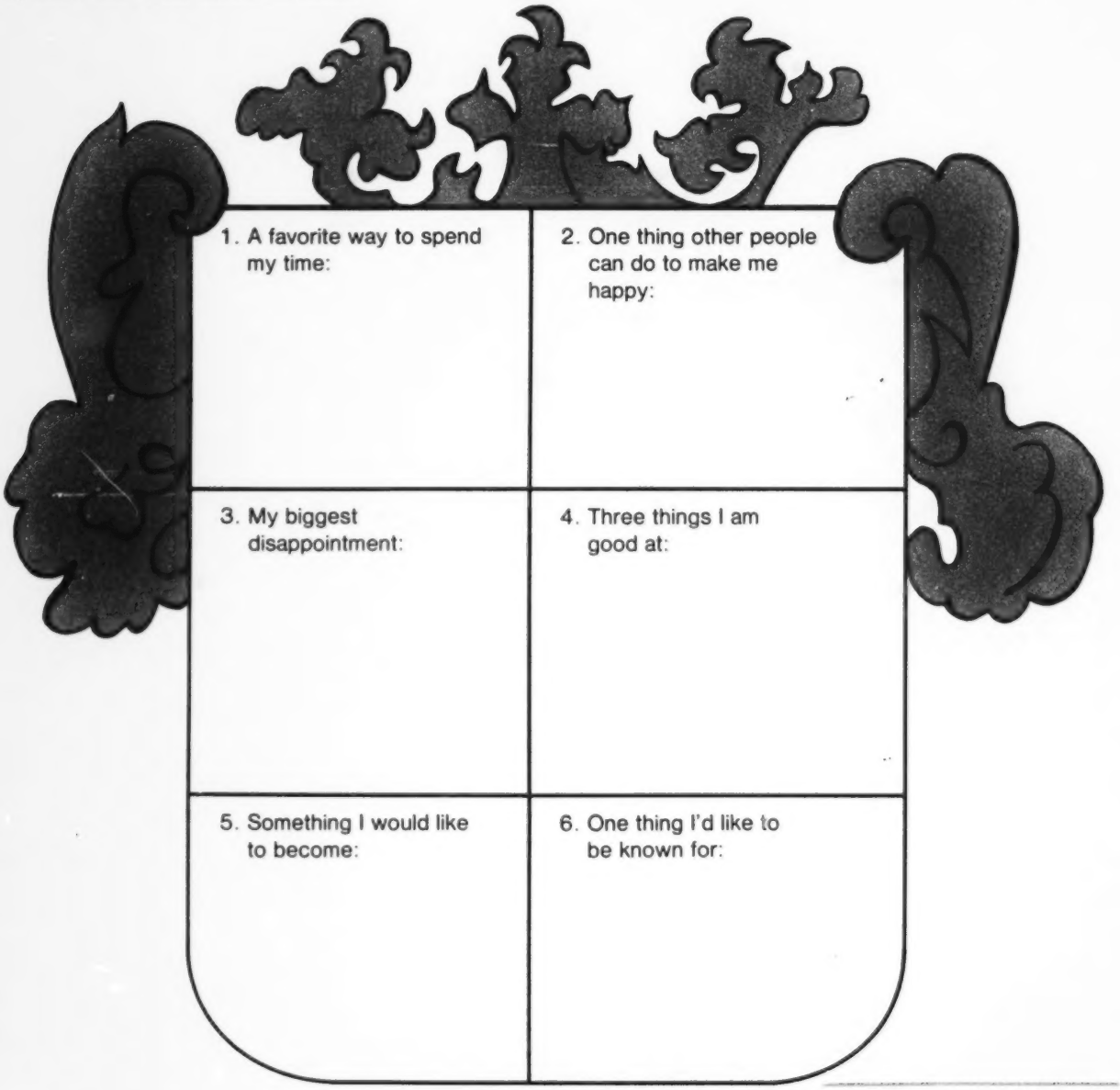
Looking back:

You may want to ask your Helper for more story ideas. Share your stories with a friend, your Helper, or your parents if you like. What new things did you learn about yourself? Go back and read what you wrote several months ago. Was what you wrote then different from what you would write today? How?

Activity: **Your Coat of Arms**[6]
Leadership skill: Understanding self
What to do: Complete your coat of arms.

Leadership
Skills You Never Outgrow

This activity will help you decide what you are doing and what is important to you. On the coat of arms below, draw pictures, designs, or symbols in the different sections to show the ideas listed on them.


1. A favorite way to spend my time:
2. One thing other people can do to make me happy:
3. My biggest disappointment:
4. Three things I am good at:
5. Something I would like to become:
6. One thing I'd like to be known for:

Looking back:
Think about your answers. You may wish to share them with your Helper. What do your answers tell you about yourself and the things that are important to you? How have the things you put on your coat of arms changed your life?

Activity: **Family Tree**
Leadership skill: Understanding self: Values
What to do: List the names of family members or friends and check the line that fits that person.

Leadership
Skills You Never Outgrow

On line 1, write the name of a brother, sister, or friend about your age. On line 2, write the name of a parent or a friend about that age. And on line 3, write the name of a grandparent or a friend about that age.

Ask each person the "Have you ever..." questions and make a check on the line after the questions to which they answer "yes."

	1. _____ brother, sister, or friend	2. _____ parent or friend	3. _____ grandparent or friend
Has (name) ever...			
flown a kite?	_____	_____	_____
used a computer?	_____	_____	_____
made ice-cream in a hand-crank freezer?	_____	_____	_____
visited another country?	_____	_____	_____
played a video tape?	_____	_____	_____
watched a "silent" movie?	_____	_____	_____
gone fishing?	_____	_____	_____
baked bread?	_____	_____	_____

Looking back:

Discuss with your Helper how your experiences are like and unlike each person's named. What have all the members of your family done that you have done? What 4-H projects do you have that match the interests of family members? Do you seem to enjoy hobbies and projects more when others in your family enjoy them? What things are different for people your age now than they were for youths many years ago?

Activity: **My Important People**
Leadership skill: Understanding self: Values
What to do: Make a list of the important people in your life and list a reason why each one is important.

Leadership
Skills You Never Outgrow

List at least three important people in your life and one reason why each is important to you. Your Helper will also complete this activity on a separate piece of paper. When both of you have finished the activity, you may exchange the answers you wrote.

Important people	Reason why
1. _____	_____
2. _____	_____
3. _____	_____

Looking back:

Discuss your answers with your Helper. Have the people on your list always been important to you? Which people were important to you at other times in your life? Why have your important people changed? In whose life are you an important person? Explain why you are important in that person's life.

Activity: **Being Friends**
Leadership skill: Understanding self: Values
What to do: List your best friends and how they are like and unlike you.

Leadership
Skills You Never Outgrow

Make a list of your five best friends. Beside each friend's name on the list, write how he or she is like you and unlike you.

Friend's name	Like me	Unlike me
1.		
2.		
3.		
4.		
5.		

Looking back:

Describe similarities you share with your friends. What do you notice about the ways you are different? What similarities and differences seem important when you're making friends? Why is it fun to be with people who are not like we are?

Activity: **Who Are You?** [1]
Leadership skill: Understanding self: Self-concept
What to do: Discuss "Who are you?" questions with your Helper.

Leadership Skills You Never Outgrow

This activity will give you an idea of how you "see" yourself. Self-concept is the word used to describe how we see ourselves.

Choose a partner. This can be your Helper, a friend, parent, or other family member. Find a spot where you can visit quietly.

Begin by asking your partner the question, "Who are you?"

Your partner will answer by saying **one** thing. Sample answers are: "I'm Chris;" "I'm happy;" or "I'm a 4-H member."

You may write down your partner's answer to help you remember it.

Now switch jobs. Your partner asks you the same question, "Who are you?" and writes down your answer.

Continue until both of you have answered the question ten times.

After you have finished, exchange lists and look at what you have said about yourself.

Looking back:

Discuss your thoughts with your Helper. Is what you said about yourself correct? How do you feel about the way you described yourself? If you could, would you change any parts of yourself that you mentioned?

Activity: **I Feel...**
Leadership skill: Understanding self: Feelings
What to do: Complete the sentences about your feelings.

Leadership
Skills You Never Outgrow

I feel SAD when _____

_____

I feel HAPPY when _____

_____

I feel WORRIED when _____

_____

I feel FRUSTRATED when _____

_____

Looking back:

Discuss your answers with your Helper. How are the feelings (sad, happy, etc.) different from one another? What other feelings can you name? When something happens to you, can you feel more than one feeling at the same time? Tell your Helper about those feelings.

Communicating

Every day is filled with many kinds of communication. You talk with your friends, listen to the radio, watch television, write homework, talk on the telephone, or read a book. Communicating is a part of almost everything you do.

Communication is simply an exchange of information—both giving and receiving. Talking, listening, reading, and understanding face and body movement are communication skills you use every day. But communication also includes what you do and how you do it. Are you aware of the many ways you communicate each day? Try the following activities. They will help you learn what communicating is all about and how to be a better communicator.

Activity: **The Echo Game**[9]
Leadership skill: Communicating: Listening
What to do: Play the "echo game."

1. Find a partner and select a topic to discuss. Some examples are "my family," "how I chose my favorite 4-H project," or "things I do with my friends."

2. The first person should begin talking for about one-half minute. Afterwards, the second person must try to repeat word for word what the first person said.

3. The second person may now talk for about one-half minute on the chosen topic. The first person must try to repeat word for word what the second person said.

4. The next step is to choose another topic. The first person should begin talking for about one minute. The second person must try to repeat in his or her own words what the first person said.

5. The second person may now talk for about one minute on the chosen topic. The first person must try to repeat in his or her own words what the second person said.

Looking back:

Discuss with your partner or Helper how you felt about playing the "echo game." Was it hard to listen to the other person? How correct was your word-for-word version of what the other person said? Was it hard to repeat word for word what the other person said? Why? Did you really listen or were you thinking about what you were going to say next? How was it different using your own words to explain the ideas?

Activity: **When Do You Listen?** [7]
Leadership skill: Communicating: Listening
What to do: Complete the listening checklist.

Read the list and check the times that you listen.

Before school

____Listen to the alarm to wake up
____Listen to the radio or TV while dressing
____Listen to the family while eating breakfast
____Listen to others on the bus to school
____Other? _____

At school

____Listen to the teacher
____Listen to classmates
____Listen to films or tapes
____Listen to school intercom
____Other? _____

After school

____Listen to the radio on the way home from school
____Listen to the TV/stereo/radio before, after, or during dinner
____Listen to friends as you play after school
____Listen to discussion at a meeting
____Other? _____

Looking back:

Discuss the checklist you completed with your Helper. How much time do you spend listening each day? What do you think happens when you listen to more than one thing or person at one time? How do you decide which one to listen to? When do you think your listening is the most important?

Activity: **The Whisper Game** [8]
Leadership skill: Communicating: Listening
What to do: Play the "whisper game."

Leadership
Skills You Never Outgrow

1. Prepare a written message of about 10 to 15 words.

2. Gather together the group who will be playing the "whisper game." It could be your family or a group of friends from school or your club.

3. The first person should whisper the message to the next person so no one else can see or hear the message.

4. Each person repeats the message to the person next to him or her.

5. The last person should repeat the message aloud.

Looking back:

Discuss the game with your Helper. How did the message change? What do you think caused the message to change? Can you think of times when messages get changed in daily life?

Activity: **Silent Television** [7]
Leadership skill: Communicating: Nonverbal
What to do: Watch TV with the sound off.

Leadership
Skills You Never Outgrow

While watching TV with the sound turned off, look at the people and watch their actions. Guess what they are saying and what ideas they are communicating.

Looking back:

Talk with your Helper and describe what you think was happening on TV. How could you tell what was happening? Describe how the people's expressions and body movements helped you to understand what was happening. Describe the feelings the people on TV were showing. Is it easier to understand someone you already knew than to understand a stranger when there are no sounds?

Activity: **Back-to-Back** [1]
Leadership skill: Communicating: Nonverbal
What to do: Practice verbal and nonverbal communication with a partner.

Leadership
Skills You Never Outgrow

1. Pick a partner and find a place where you have some space to yourself.

2. Sit back-to-back, but make sure no parts of your bodies are touching. You should be able to talk easily without seeing each other.

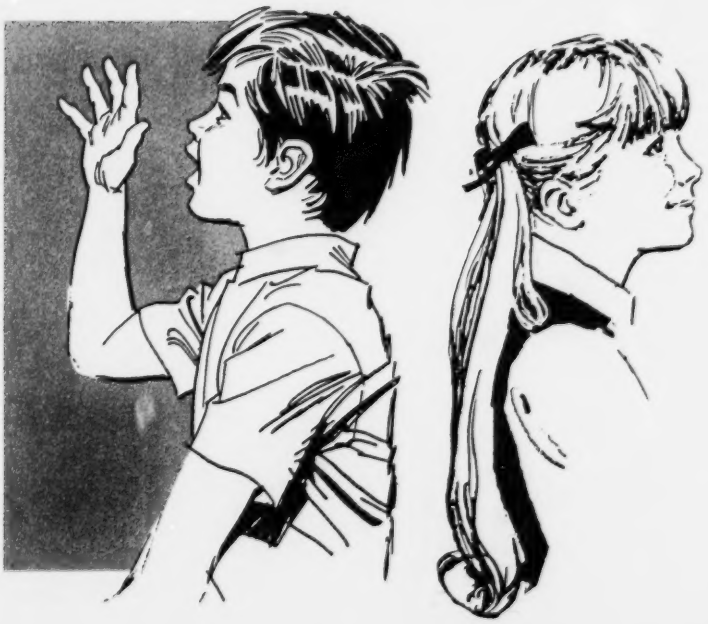
3. For one minute, talk with your partner about any subject you like. You may not look at or touch each other.

4. Next, turn around so that you're facing your partner. Now that you can both see and hear, talk for another minute about any subject you like.

5. At this time, one partner should stand up while the other partner stays seated. Talk for another minute. Trade places, so that the seated partner is now standing and the other partner is seated. Talk for another minute about any subject you like.

Looking back:

Discuss the activity with your partner. Describe to your partner how you felt while seated back-to-back, facing each other, and with one person standing. Were you comfortable, nervous, embarrassed? Did your feelings change from one part of the activity to another? Was it easier to understand and remember what your partner said in one position than in another? What did you learn about verbal and nonverbal communication?



Activity: **Expressing Feelings**[7]
Leadership skill: Communicating: Nonverbal
What to do: Practice expressing feelings.

Leadership
Skills You Never Outgrow

Describe the appearance of a person who has each of the feelings listed below. Try to write or tell at least one description for each feeling.

Happiness: _____

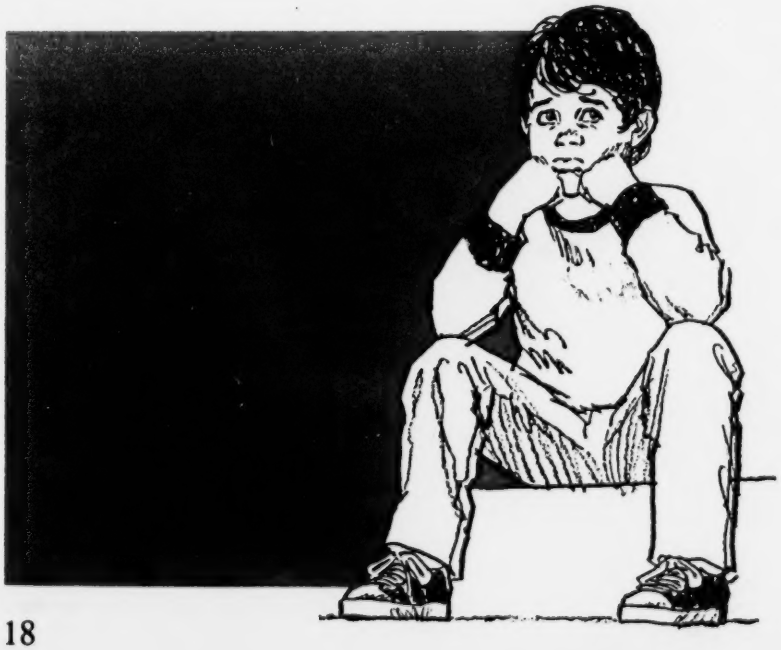
Anger: _____

Love: _____

Fear: _____

Confidence: _____

Looking back:
Discuss with your Helper which feelings may look alike even though they are not the same. Describe how other people can tell what you are feeling, even if you don't tell them.



Activity: **Giving Directions**
Leadership skill: Communicating: Speaking
What to do: Practice giving directions.

Leadership
Skills You Never Outgrow

Before you begin the activity, make five to ten note cards with step-by-step directions for completing a simple task that is written on each. Some examples of tasks are:

tying a shoe,
sharpening a pencil,
opening a carton of milk,
wrapping a package with paper and tape,
closing a jacket zipper, or
opening a can with a can opener.

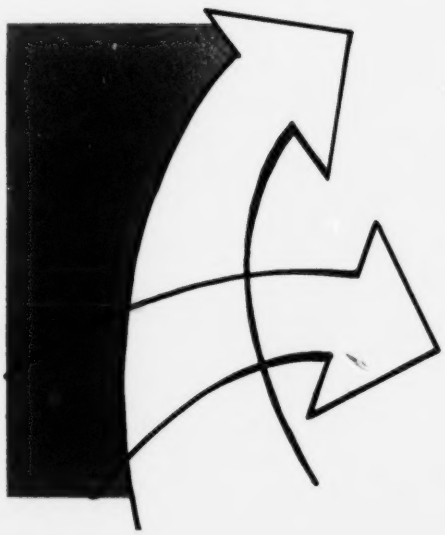
1. With a group of friends, family, or members of your club, explain that this activity will provide experience in giving directions.

2. One at a time, each person in the group draws a card and reads it. He or she then gives the directions to the group in his or her own words without telling what the task is. Tell them not to use their hands with their directions.

3. Now ask a person from the group to demonstrate the task following the directions just given and using imaginary props.

4. Have the group members guess what the task is.

5. Ask each group member to take a turn giving a new set of instructions and repeat the other steps.



Looking back:

Discuss the following ideas with your group and your Helper. How could you tell if the directions given were correct? How could you tell if the directions were clear? How did you decide what information to include when writing the directions? How did you decide the order in which to place the information? What did you learn about developing clear directions?

Activity: **Why I Like 4-H**
Leadership skill: Communicating: Speaking
What to do: Tell your Helper why you like 4-H.

Leadership
Skills You Never Outgrow

Think for a while about **why** you joined 4-H and **what** you like about it. After you have thought about these two questions, write down your answers. Explain your answers to your Helper.

1. Why I joined: _____

_____

2. What I like: _____

_____

Looking back:
Describe to your Helper why you answered the questions as you did. How difficult was it to think of words to explain what you like?

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Activity: **Project Talk**
Leadership skill: Communicating: Speaking
What to do: Give a project talk.

Leadership
Skills You Never Outgrow

Volunteer to "show and tell" something about your favorite project at your local 4-H club or at school. Your subject may be something you made in the project, a tool you use, or an activity you do. Tell why you picked this project, what you have learned, what you like best about it, and how to make or use the item you brought. For example, you could tell about a birdhouse made in woodworking or a picture taken in photography. After the project talk, discuss the following questions with your Helper.

Looking back:

Why did you choose to talk about this project? How did you feel about speaking in front of a group? What would you do differently in your next talk? What questions did people in the audience ask? What did you do to get and keep their interest? Describe your audience's reactions to your talk. Judging by those reactions, what did the audience learn from your talk?

Activity: **Roll Call Topics and Ideas**
Leadership skill: Communicating: Speaking
What to do: Think of roll call topics and ideas.

Leadership
Skills You Never Outgrow

Think of five different roll call ideas your club could use at meetings. These ideas might be about subjects that each club member could respond to to show that he or she is present. Think of a subject everyone shares and that will be interesting. A good idea is "my favorite hobby." Discuss these roll call topics with your Helper. Tell your club's program planning committee about your roll call ideas.

Looking back:

After submitting your roll call ideas, discuss with your Helper why you chose the topics you did. Are they topics that all members of your club can answer to? Name some topics that club members would not want to answer to. What kind of subjects can help members learn something?

Activity: **Committee Report**
Leadership skill: Communicating: Speaking
What to do: Give a committee report at a club meeting.

Volunteer to serve on a committee for your club. As the committee makes some plans, take notes. Offer to give the report at the next club meeting. Use the notes you took as an outline from which to speak.

Looking back:
After you give the report, discuss it with your Helper. What information did you include in the report? How could you tell that the club understood your report? Did you speak loudly enough for your club's members to hear?

Activity: **Be a Reporter**
Leadership skill: Communicating: Writing
What to do: Interview a reporter.

With assistance from your Helper, contact a reporter and ask to visit with him or her. The reporter may be from your club, a school newspaper, or a local newspaper. Before the interview, write down the questions you would like to ask the reporter. Interview the reporter about the job and about how a news story is written. Here are some suggestions for questions. You will want to ask other questions too.

What does a reporter do?

What makes a good story?

How long should a story be?

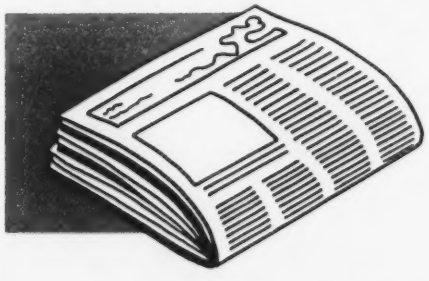
After your interview, try writing a news story about your visit. Check it against the questions listed in "Looking back." Ask your Helper or the reporter you interviewed to review your story.

Looking back:
Discuss your news story with your Helper. Is the most important information first? Does the first paragraph answer who, what, when, where, and why? Did you keep it short?

Activity: **Finding the News**
Leadership skill: Communicating: Writing
What to do: Study a news story.

Leadership
Skills You Never Outgrow

Find a news story in a newspaper. Cut the story out of the paper and paste it in this book. Study the news story.



Looking back:

Discuss the news story with your Helper. Is all the information you need to know in the article? Can you understand the news story? Are the five W's (who, what, when, where, and why) answered in the first paragraph of the news story? Where did you find the most important facts?

Activity: **What Comes Next?**
Leadership skill: Communicating: Words
What to do: Rewrite the scrambled sentences so they are in the right order.

Leadership
Skills You Never Outgrow

Read the six-sentence paragraph below and rewrite it in the space provided. The ideas in the paragraph you rewrite should be in the correct order.

How I Polish My Shoes

Buff the extra polish off the shoes. Clean the shoes to be polished. Find the equipment needed to polish your shoes. Put the laces back into the shoes and store the shoe polish equipment. Remove the shoe laces. Apply the polish to the shoes.

_____

_____

_____

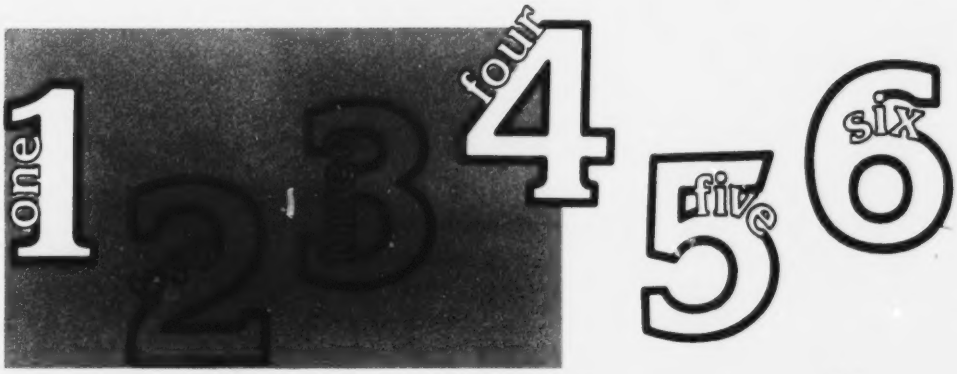
_____

_____

_____

Looking back:

Discuss the activity with your Helper. How did you decide which sentence should be first? How important is the order in which a story is written?



Activity: **Learning Project Words**
Leadership skill: Communicating: Words
What to do: Keep a list of new words from 4-H projects.

Leadership
Skills You Never Outgrow

Find three new words you did not know in each of your 4-H projects for this year. Write the words and the meaning of each of them in the space below. If you have more than two projects, list the words and their meanings on another piece of paper.

Project name:_____

1. _____ (new word): _____ (meaning)

2. _____ (new word): _____ (meaning)

3. _____ (new word): _____ (meaning)

Project name:_____

1. _____ (new word): _____ (meaning)

2. _____ (new word): _____ (meaning)

3. _____ (new word): _____ (meaning)

Looking back:
Where did you find the meanings for each of the new words? What can you do to learn new words? Why is it important to know the words used in your projects?

Getting Along with Others

Everyone likes to have friends and make new friends. We all like to get along well with others. This means caring about them. You can become a caring person by finding things you like about each person. If you tell them, it may make them feel good.

We get to know other persons in many ways. Learning to care about other people and share ourselves is very important. It is also important to trust one another.

Getting along with others also means accepting persons who are different from you. When you meet a new person, you can be friendly and learn a lot about the person. This helps you form new friendships. The next activities will help you practice learning about and sharing yourself with others.

Activity: **Accent on the Positive**[7]
Leadership skill: Getting along with others: Caring
What to do: List things you like about someone.

This activity can be done with a friend, in your club, or with your family. List three people you know and some things you like about each of them. Share what you wrote down with the others.

1. _____ _____

2. _____ _____

3. _____ _____

Looking back:

Discuss with your Helper how it makes you feel to share things you like about people. How does it make the other people feel? Try to look for things you like in other people.

Activity: **What I Like About People**[2]
Leadership skill: Getting along with others: Caring
What to do: Practice giving positive feedback.

This activity can be done with your family, your club, or with a group of friends. Talk about some of the things you have noticed about each other that you like. 4-H puts a lot of emphasis on the positive—the good things we experience, enjoy, and appreciate.

Try to encourage your club members to think about positive things at club meetings.

Looking back:

Discuss with your Helper the things that many people you like seem to have in common. Describe how you felt when you shared with others the things you like about them. What other opportunities can you think of when you might share positive feelings with others?

Activity: **Working and Playing Together**[4]
Leadership skill: Getting along with others: Accepting
What to do: Plan and do a project with someone different from you.

With your Helper's advice, select someone who is not like you (older, younger, handicapped, or of a different race). Then plan and work on a project with that person. You can do this alone, with your club, or with your family. Suggested projects include one that helps others, an educational program for your club, or a social activity like a picnic or a party. Try to find out as much as you can about the other person.

Looking back:

Discuss with your Helper how you felt about sharing ideas with your partner. Describe how you are different from your partner. Describe how you are similar to your partner.

Activity: **Interview a Friend**[5]
Leadership skill: Getting along with others: Accepting
What to do: Interview someone you would like to get to know better.

Leadership
Skills You Never Outgrow

Choose a person to interview. You should know the person but it shouldn't be someone who lives with you. Some choices might be a grandparent, a teacher, a 4-H leader, or your 4-H Helper.

Ask your interview subject at least five questions. Try to ask questions about the person, not about things. Some sample questions are:

What is your favorite feeling?

What ideas are the most important to you?

If you could be anything or anyone, what would you be?

What makes you angry, happy, or sad?

Do you prefer to spend time alone or with other people?

How do you feel right now?

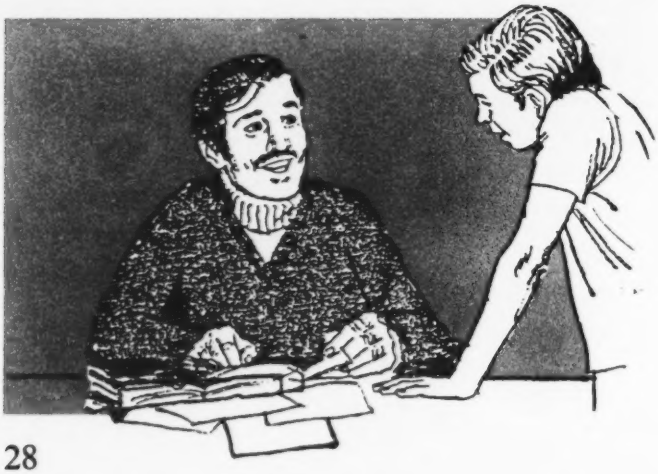
Whom do you trust the most?

What is your favorite joke?

Choose five questions and ask the person you have chosen those questions.

Looking back:

Did you know the person's answers to any of the questions before you started? Did any of the answers surprise you? Did the answers help you to know the person better? Were any of the answers to the questions the same as what you would have said?



Activity: **Trust Walk** [7]
Leadership skill: Getting along with others: Trusting
What to do: Take a trust walk with a friend.

Leadership
Skills You Never Outgrow

Find a partner to work with. Blindfold one person. Then lead the blindfolded person on a walk. Help him or her feel different things. There is to be **no talking.** Now exchange places and have your partner lead you.

Looking back:

Discuss the activity with your Helper. Did you trust your partner? Why or why not? How do we get other people to trust us? Describe your feelings when you were blindfolded. Describe your feelings when you were leading your partner. How do you know if you can trust a person? How do people know if they can trust you? NOTE: Trust would be a good topic to discuss with your family.

Activity: **Sharing** [5]
Leadership skill: Getting along with others: Sharing
What to do: Practice sharing thoughts and ideas with your Helper.

Leadership
Skills You Never Outgrow

Share something very important that has happened to you with your Helper. It can be exciting or troubling, but it should be very important. Encourage your Helper to share something very important with you. After both of you have had an opportunity to share, discuss your feelings.

Looking back:

Discuss with your Helper how you felt about sharing feelings. Was it easy or difficult for you to share? How did you and your Helper react? What could your Helper do to make it easier to share feelings?

Activity: **Each One Brings One**
Leadership skill: Getting along with others: Sharing
What to do: Invite one new friend to an activity this month.

Leadership
Skills You Never Outgrow

Look at your family calendar for this month. Find an activity you know you will be attending. Think of one friend who will not be attending. Ask that friend to the activity and help him or her enjoy it with you.

Looking back:

Discuss with your Helper the kinds of activities your friends would enjoy. What other friends could you invite to activities? Why invite friends to things you enjoy?

Learning to Learn

Learning is gaining new knowledge or skills. You do this by study, by trying things, or by learning from other people. Learning happens all of your life. You learn by asking questions, by talking things over with others, and by finding and organizing information. You can also learn by experimenting and most of all, by teaching others.

It is easier to learn if you know several ways to learn new things. The 4-H slogan is "Learn by Doing." The next activities will help you practice some skills for learning. Relax and learn. These skills can help you learn anything—about people, about hobbies, and about the world. You will feel more at home with what you discover for yourself.

Activity: **Learning from Others**
Leadership skill: Learning: Information sources
What to do: Make a list of what you would like to learn and people who could help you.

Leadership
Skills You Never Outgrow

Using the goals you have developed for one of your 4-H projects this year, make a list of the things you want to learn. Beside each "thing to learn" try to list all of the people who could talk with you about it. If you can't think of a person to help you, try to think of all the places you could go to learn about that idea. Ask your leaders or family for help. Start a list right here:

	Thing to learn	Who can help
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Looking back:
How hard was it to find people to help you? Talk with your Helper about finding people who can help you learn. Why would you encourage your friends to try learning from others? What can people learn from you?

Activity: **Field Trip**
Leadership skill: Learning: Information sources
What to do: Choose a place to learn about.

Leadership
Skills You Never Outgrow

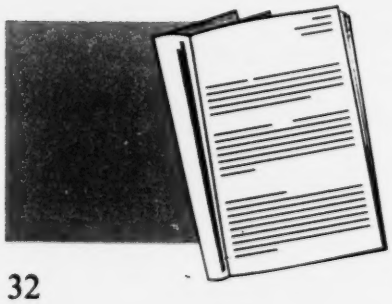
Choose a place in your community that you want to learn more about. A visit to learn about a place or what happens there is a "field trip." Make plans to visit a place you have never seen before. Before you go, learn a little about the place you will visit. Make a list of three or more questions you would like to be able to answer on the field trip. Go on the field trip with your family or friends. Keep a record of your questions and answers you found.

Looking back:
How did you choose the questions you would ask to discover your information? How did you find the answers to your questions? Who was able to answer your questions? Why would you encourage your friends to go on a field trip?

Activity: **Idea Book**
Leadership skill: Learning: Organizing information
What to do: Keep an idea book with the main ideas you learn from different speakers.

Leadership
Skills You Never Outgrow

Find a small notebook and write good ideas in it given by any speaker you have heard at a club activity, school, or church. Make sure to include the name and topic of each speaker. List at least three "big ideas" given by the speaker.



Looking back:
How did you decide what the "big ideas" were in each speech? How would it help the speaker if he or she knew you understood the speech? How does finding the "big ideas" help you prepare to talk to others?

Activity: **Asking Questions** [4]
Leadership skill: Learning: Asking questions
What to do: Practice asking questions.

Leadership
Skills You Never Outgrow

You can learn a great deal by asking questions. Practice asking questions that help you find different kinds of information. Different kinds of questions include those that can be answered "yes" or "no" or those that explain 'how to' do something or 'why' something is done.

Make a list of persons and the questions you would like to ask them. Review them with your parents or Helper. Some people to include on your list might be a close friend, a 4-H leader, your Helper, a school friend, or someone from your community. You'll be surprised how much you can learn just by asking questions.

Looking back:

Review the list of questions with your Helper. How many of the people do you know well? What did you think about when you chose the questions to ask the people? After you have asked the questions, review the information you got with your Helper. What kinds of questions helped you get the most information?

Activity: **Brainstorming** [7]
Leadership skill: Learning: Creative thinking
What to do: Choose a topic for brainstorming.

Leadership
Skills You Never Outgrow

The purpose of brainstorming is to think of new ideas. There are four rules of brainstorming:

1. Any idea is accepted—the wilder the better.
2. Piggy-back your ideas with other people's ideas.
3. Don't discuss ideas until after the brainstorming is completed.
4. Don't criticize ideas. All ideas can be helpful.

Select a topic that's important to you, your family, or your club. Some examples are a community service project, activities for the year, or a fun activity. Have the people in your group suggest as many ideas as possible. As the ideas are called out, someone should write them down. Remember the rules for brainstorming. Ask group members to try to think of more ideas even after they think they have all the ideas listed.

After about five minutes, call time. Discuss the brainstorming activity with your family or your Helper.

Looking back:
Where can you use this activity again? What ideas did you get from other people in your group? Why do we wait to discuss ideas until after brainstorming? Why do you think brainstorming in a group brings up more ideas than one person can think of?

Activity: **Experimenting with Taste**
Leadership skill: Learning: Conducting experiments
What to do: Do an experiment and record the results.

Leadership
Skills You Never Outgrow

Contrast sharpens food tastes, we are told. Can we show that this is true? Try this experiment with your Helper, a family member, or a person from your club. You'll need a tart apple or orange, a paring knife, one cookie for each person, and small plates.

What to do:

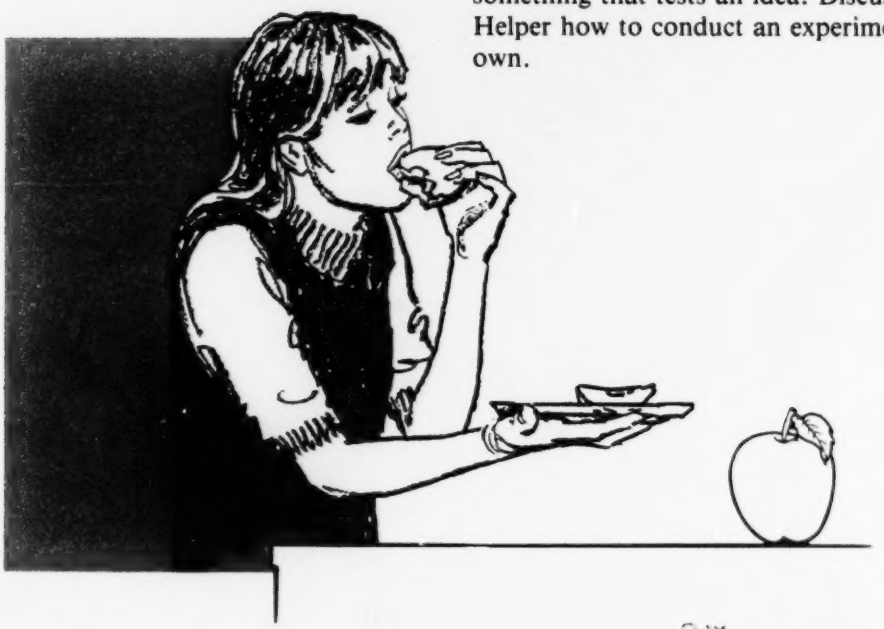
1. Wash fruit and cut into enough pieces for each person to taste.
2. Eat a fruit piece.
3. Then eat a cookie.
4. Then eat another fruit piece.

Did you notice any difference in the flavor and tartness of the two fruit pieces? How do you explain the difference? If you are not sure, turn this book upside down to find the answer.

The first piece of fruit probably tasted tart-sweet to you. The cookie tasted much sweeter, though, so the second piece of fruit tasted tart to sour by contrast. Our taste buds cannot adjust so quickly to such flavor contrasts.

Looking back:

How is it different to learn from experimenting, by listening, or by reading? An experiment compares information two different ways. An experiment may also compare methods of doing something that tests an idea. Discuss with your Helper how to conduct an experiment of your own.



Activity: **Showing Others**
Leadership skill: Learning: Teaching others
What to do: Plan and give a presentation.

Leadership
Skills You Never Outgrow

Choose a way to teach others about a topic of your choice. Give the presentation at your club. Ask the club members to tell you how you did. Some sample topics include how to make a terrarium, repair a bicycle, or make a sandwich.

Have your Helper, leader, or parent help you with selecting a title and finding information about your topic. Next, decide how you will teach others about your topic. Next, decide how you will teach others about your topic. You might try showing and telling, telling only, or trying to convince the audience to do something. Sometimes, pictures or models help teach others.

Looking back:
How did you decide on a topic? What would you do differently the next time you tell others about a topic? How did you know if the audience learned anything about your topic?

Making Decisions

Every day you make decisions, many little ones and a few big ones. A lot of these decisions are made without much thought. For example, when you want a sandwich, you have to decide if it will be peanut butter, jelly, or peanut butter and jelly. The choice you make probably won't make much difference in your life or to anyone else.

Sometimes you make much more important decisions. You may decide to save to buy a bike. Then you look at the different kinds of bikes to see which one you like and are willing to save for. These decisions require much more thought. You look at a situation, decide things you might do, then decide what you will do.

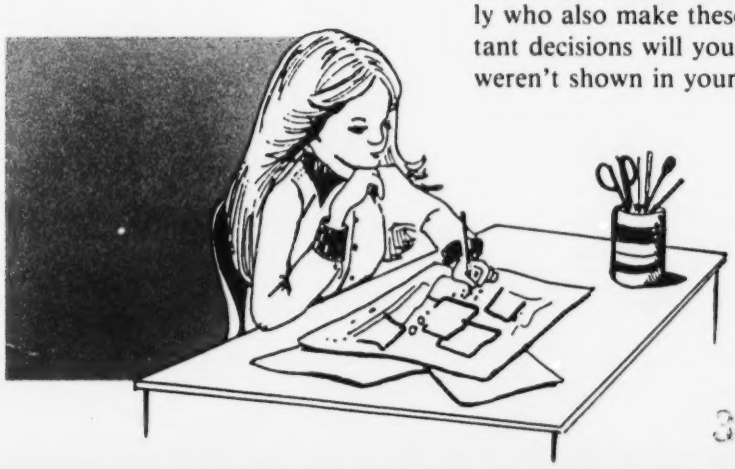
How to make decisions is something everyone must learn to do. You think about what you want. Then you set goals you can reach. You discover things that will help you reach your goals. The next activities can be fun. And they can help you learn to decide.

Activity: **Decision-Making Collage** [4]
Leadership skill: Making decisions
What to do: Make a collage.

Leadership
Skills You Never Outgrow

A collage is a picture made by putting many different words or pictures together. Use magazine pictures, family photographs, words, and phrases to represent decisions you have to make now or in the future. Attach the things you have collected to a large piece of paper or cardboard. Think about the choices you have to make. Alternatives are the different choices you could make for each decision. Think about all of the alternatives for each decision you showed in your collage.

Looking back:
Discuss your collage with your Helper or family. What are the most important types of decisions you will make? Who will help you make these decisions? Are there other members in your family who also make these decisions? What important decisions will you make in the future that weren't shown in your collage?



Activity: **When I Make Decisions**[4]
Leadership skill: Making decisions
What to do: Fill out this form.

Leadership
Skills You Never Outgrow

Place an "X" in the space that shows the way you make decisions.

	I think it through carefully.	I give it some thought.	I don't stop to think.
1. Spending money on a bike	_____	_____	_____
2. Making friends	_____	_____	_____
3. Choosing hobbies	_____	_____	_____
4. Buying clothes	_____	_____	_____
5. Getting along with my family	_____	_____	_____
6. Joining clubs, teams, or activities	_____	_____	_____
7. What to eat for lunch	_____	_____	_____

Looking back:

Think about your answers. How do you make decisions? Discuss your answers with your Helper. Most of the time are you a thoughtful decision maker? What other decisions do you make each day? Ask your Helper what decisions he or she makes each day. Which are important to your Helper? Unimportant? Which decisions are important to you? Unimportant to you?

Activity: **Setting Personal Goals**
Leadership skill: Making decisions: Setting goals
What to do: List your goals and make decisions.

A goal is something you want to get done. List three things you really want. These are goals. Write down the decisions you must make to reach those goals.

Goals	Decisions needed to reach goals
1. _____	_____
	_____
	_____
2. _____	_____
	_____
	_____
3. _____	_____
	_____
	_____

Looking back:

Discuss with your Helper the difference between a goal and a decision. What kinds of decisions make goals hard to reach? How do you think goals will change as you live through your life? What goals does your family have?

Activity: **Goal Statements** [4]
Leadership skill: Making decisions: Setting goals
What to do: Practice writing goals for your hobbies or 4-H projects.

Goals help you finish the things you want to do. They have these parts:

1. what you are going to do,
2. how you are going to do it, and
3. when you will do it.

Some goals can be short-term. A short-term goal will be done over a short time, such as today or this week. An example is completing today's homework. Others may be long-term. A long-term goal is something you want to do over a long period of time. An example is finding a certain job after you complete school. Goals have three parts: what, how, and when. Write a list of goals for your own hobbies or 4-H projects.

WHAT (you are going to do)	**HOW** (you are going to do it)	**WHEN** (you are going to do it)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now try to complete your own goals and discuss them with your Helper.

Looking back:

Are the goals you have completed long-term or short-term? Do each of your goals contain all three parts? Which part of the goal was most difficult to plan? Describe to your Helper some goals other family members have set.

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Activity: **Resource File** [5]
Leadership skill: Making decisions: Identifying resources
What to do: Keep a resource file.

Set up a file of resources in your community. Your resource file can include people, places, money, and other kinds of resources. It may be kept on cards or in a notebook. A sample form might be:

Resource	Contact person	Phone number	Address	Notes

Looking back:
How will you use your resource file? Who else in your family could use your resource file? In your club?

Activity: **Resource List** [4]
Leadership skill: Making decisions: Identifying resources
What to do: Make a list of resources.

Make a list of 10 to 15 resources in your neighborhood that can be used to help you make decisions. Resources can be people, money, or things. People resources might include your sports coach, Helper, or parent. Money resources might include the money you earn from a paper route or the money in your savings account. Resource things could be a tool, a toy, information, or a bicycle. Have a scavenger hunt with your Helper and try to list some of the resources in your neighborhood. Remember that resources can be people, money, or things.

Looking back:
What are the different types of resources in your community? Where can you find resources in your community, room, school, or home?

Activity: **Community Map**[5]
Leadership skill: Making decisions: Identifying resources
What to do: Draw a picture of your community.

Leadership
Skills You Never Outgrow

With your Helper, find or make a map of your community. On the map, locate the resources in your community. These resources may be the public library, the County Extension Office, or the homes or business places of people who are resources for your community. Try to think of as many community resources as you can.

Looking back:

Which of the resources in your community are people? Money? Things? Who can use the different resources in your community? Who can you get permission from to use the resources in your community? What resources in your community may offer services you don't know about?

Activity: **Make a Decision** [4]
Leadership skill: Making decisions: Steps
What to do: Complete the decision-making process.

Leadership
Skills You Never Outgrow

Choose a decision that you would like to explore. For example, should you buy a new radio? What hobby or 4-H project could you learn more about? Complete the steps in the decision-making process.

Steps in decision making:

1. Define the problem.
2. Gather information.
3. List alternatives.
4. Weigh alternatives.
5. Decide on action.
6. Take action.
7. Evaluate.

Example:

1. Define the problem.
   What to make in my woodworking project
2. Gather information.
   Read project book
   Talk to woodworking project leader
3. List alternatives.
   Study projects listed for my year
4. Weigh alternatives.
   Compare expected use, costs, and difficulty of projects.
5. Decide on action.
   Select a project.
6. Take action.
   Purchase materials and get help making project.
7. Evaluate.
   Compare results with my goals.

My decision:

1. Define the problem. _____

_____

2. Gather information. _____

_____

3. List alternatives. _____

_____

4. Weigh alternatives. _____

_____

5. Decide on action. _____

_____

6. Take action. _____

_____

7. Evaluate. _____

_____

_____

Looking back:

Discuss the decision you made with your Helper. Did you complete all the decision-making steps? Would you make the same decision next time? Why? Why not? Why were some steps more difficult to complete than others?

Activity: **Case Studies** [5]
Leadership skill: Making decisions
What to do: Make decisions about the case studies.

Leadership
Skills You Never Outgrow

Read these case studies and decide what you would do. Use the seven decision-making steps as you decide what to do:

1. You have a class report due tomorrow, but your friends have invited you out for pizza. Do you go or stay home?

2. Your family is planning a vacation. You and your mom want to go to the beach. Your sister and dad want to go to a national park. Where do you go?

3. You have been invited to go to the lake with your friend. Your mother is planning on shopping and taking care of some business. She asks you to babysit your younger brother. What do you do?

4. You are attending summer camp. The other kids in your cabin are planning to sneak out from camp one night and go to another cabin. You really want to go with your friends but you are also concerned about breaking the camp rules. Do you go or stay in?

5. While at a party, some of your friends are drinking and smoking and want you to try it. If you leave, you'll be called a chicken but you don't want to join them. Do you join them or not?

Looking back:
Discuss each case study with your Helper. Using the decision-making steps in this book, what would you do in each case?

Managing

Did you ever want something but didn't know how to get it? Managing is using the things you have to get the things you want. You learn to manage your skills, time, money, and other resources. An important part of managing is planning. You decide what is important to you and that helps you decide how to use what you have. Planning helps you use your time so you can do the things you want to do. Planning also helps you decide the steps you should follow to reach your goals.

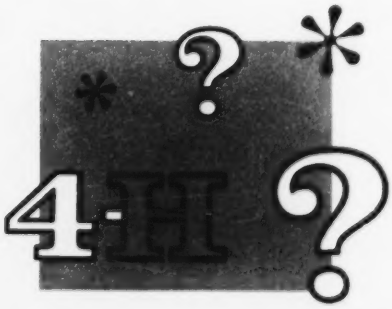
Organizing ideas, equipment, records, and people are other important parts of managing. The activities that follow will let you practice and increase your skills in managing.

Activity: **Keep a Diary**
Leadership skill: Managing: Organizing information
What to do: Make notes in a diary.

Leadership
Skills You Never Outgrow

Find a small notebook and use it to keep track of all your activities this month. Include activities that you do with your family, through school, through sports and community programs like 4-H, and through church. Make sure to include the name of the activity, the date, place, and the part you had in the activity. Also note what you learned from taking part in each activity.

Organize the information you have written in your diary by how you will use it again. Place an asterisk (*) by those very important things you would like to discuss with your Helper or a parent. Place a question mark (?) by those ideas you would like to learn more about. Write "4-H" beside the information that will help you in your projects!



Looking back:
What kinds of things did you want to tell your Helper? Is this kind of organizing helpful in thinking about how you want to spend your time? What new ideas did you get about what you are learning or not learning from your activities?

Activity: **Project Notebook**
Leadership skill: Managing: Organizing information
What to do: Keep a project notebook.

All through life you will be asked to keep records and turn in reports. You can learn this skill while working on your hobbies or 4-H projects. Get a special notebook. Make sections in it as shown below.

Item made or work done	Date finished	Money or time spent on it	Cost or value	Who helped me	How did it turn out?

Looking back:
Describe to your Helper the project on which you want to keep records. How can this information help you in the future? What other important pieces of information should be recorded? Why do we keep records of certain information?

Activity: **Vacation Time Line**
Leadership skill: Managing: Time
What to do: Keep a record of the time to prepare for vacation.

Find the calendar that you use to keep track of your school and 4-H activities. Mark on the calendar when your family will be on vacation. Counting backwards from that date, find today's date. How many weeks do you have to get ready? Now make a list of things that you will have to do before you can go on vacation with your family. What things must be done first, next, last? Mark the calendar with the things to be done each week before you leave on vacation. Note each thing to do on the day you should start the job.

Looking back:
Describe the kinds of things that should be done first. Next? Last? How did you decide which must be done first, next, last? Why is it helpful to plan ahead before important events? What other events besides vacations would this kind of planning help with?

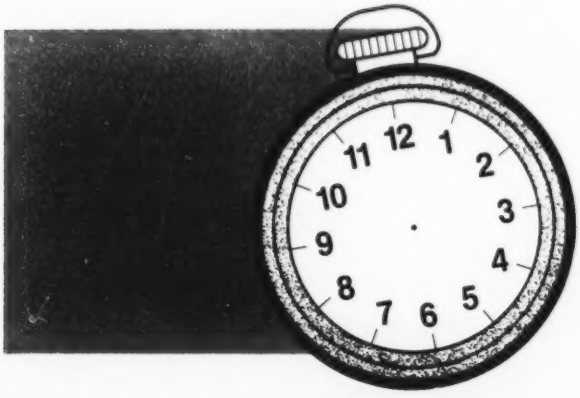
Activity: **Things to Do** [5]
Leadership skill: Managing: Time
What to do: Keep a "things to do" list.

Make a list of the things you have to do each day. Your list should be made at the beginning of the day or the end of the previous day. Divide the things on your list into three groups in order of importance.

A = most important
B = second most important
C = third most important

Begin the day by doing the "A" items. Do not move on to the "B" items until all the "A" items are completed. Do the "B" items next and the "C" items last. Even if you do not accomplish all the items on your list, you will have done the most important.

Looking back:
How did you decide what letter each "thing to do" received? Did you get all of your "A" tasks completed? Describe how you will plan your next day's list if all of today's items are not completed.



Activity: **Organizing a Room**[3]
Leadership skill: Managing: Organizing things
What to do: Store the things you use.

Leadership
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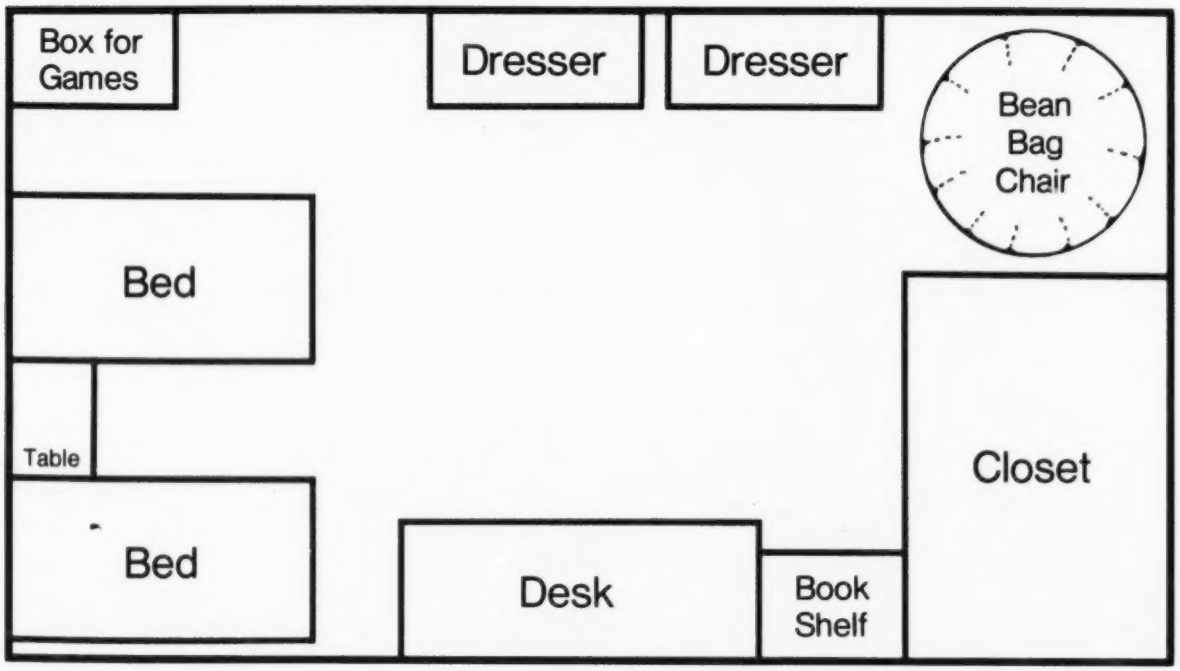
Finding a place to keep the things that belong to you is a management skill. You need to put them in a place where they will be convenient to use, but out of the way when you aren't using them. If you put things together that will be used at the same times, they will be handy to use and you will remember where they are. Things that aren't used often can be stored in less convenient places. You probably should not store things that you don't use anymore.

The diagram below is the floor plan of Chris and Jan's room. Help them decide what they should do with the following items. Write the number of the item on the place where you would store it in their room. Circle any items that you think they should consider discarding.

1. pillow
2. shoes
3. pencils
4. mirror
5. Bingo game
6. belts
7. books
8. comb
9. ticket stubs
10. school papers
11. broken game
12. poster
13. roller skates
14. baseball bat
15. rock collection
16. socks
17. shirts
18. lamp
19. chair
20. wastebasket



Looking back:
Would you keep all of the items? How would you decide where to store each item? What items might be stored together. Tell why you would put them together.

Activity: **Design Your Own Clover** [4]
Leadership skill: Managing: Planning
What to do: Plan things you'd like to do in 4-H.

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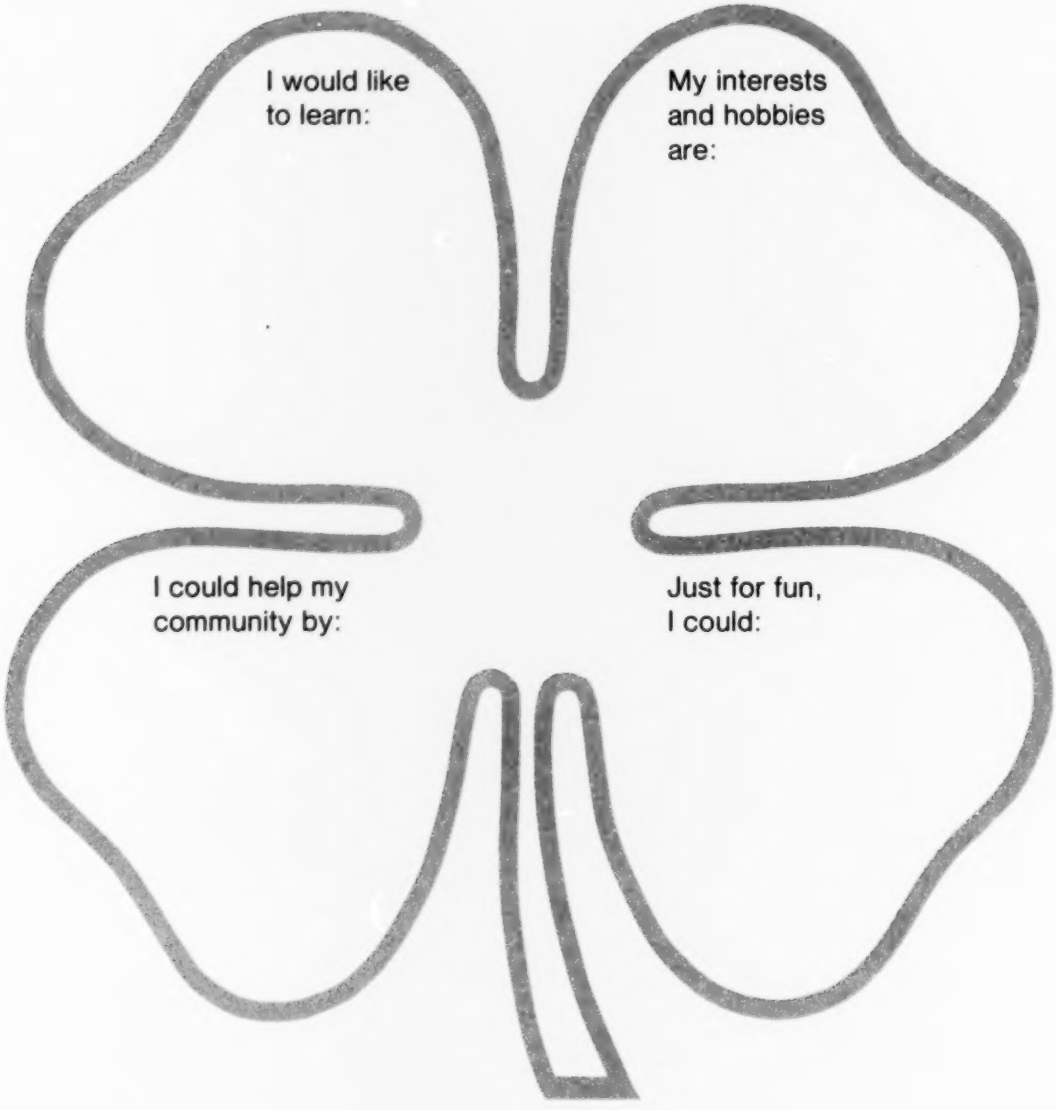
Skills You Never Outgrow



Looking back:

Describe to your Helper the answers to each part of the clover. Explain the importance of planning for learning, for fun, for helping others. Talk about how the answers on your clover could help your club or family plan activities.

Working with Groups

Many of the things you do each day are done in a group. You play a game with a group of friends. You are part of a classroom group at school. Your 4-H club is a group too.

People can do many more things when they work together than they can alone. People work together to reach goals. Successful groups work together as a team. Members cooperate with each other. You should know how to be an active part of a group. The activities that follow will let you explore how groups work and give you practice in working in a group.

Activity: **Groups I Belong To**[5]
Leadership skill: Working with groups
What to do: List groups that you belong to.

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With your Helper, list the groups of which you are a member on a piece of paper. Include groups that you have to join by signing up and those groups of which you are a member in an informal way, like your school class and your family.

Looking back:
Describe the kinds of groups you belong to. Describe the reasons that you join groups. How does being a member of a group help you? Do you gain different things from each group?

Activity: **Working Together** [4]
Leadership skill: Working with groups
What to do: Do a community project with a group.

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Find something in your community that needs to be done. This could be helping a person or group of people who need help. Or it could be doing something that would help the whole community. Select a group project you can work on with friends or your family. Some examples include doing yard work for a sick person, taking a recreation program to a nursing home, cleaning up a park, or collecting reusable cans or bottles and using the money for a worthy cause.

Looking back:

Describe how you were able to complete the project together. How well could the project have been done alone? How did it feel to work as part of a group? What things take more planning when a group works on a project together? Has working together on a project helped you build stronger friendships?

Activity: **Breaking Balloons**[5]
Leadership skill: Working with groups: Cooperating
What to do: Play "breaking balloons."

Leadership
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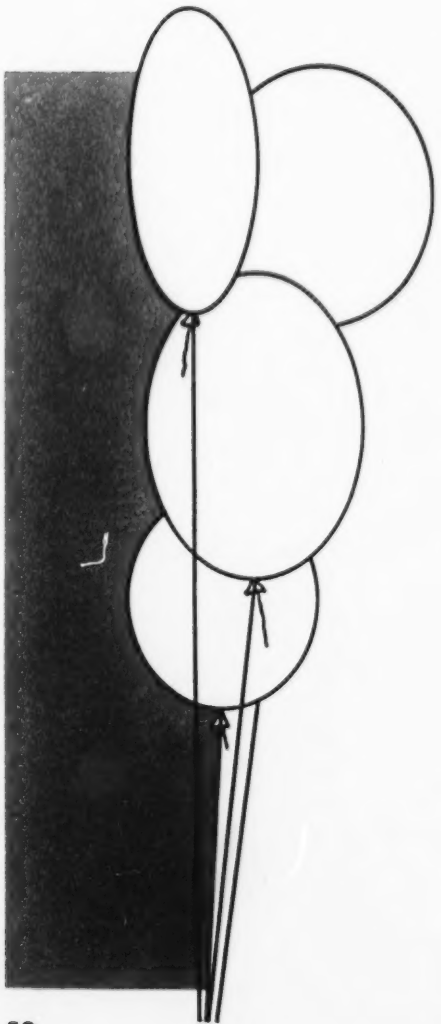
Play "breaking balloons" with your family or a group of friends. Divide the group into teams. Give each team member a balloon. Have each person blow up a balloon and tie it to his or her ankle with a piece of string. When you give the signal, team members try to break the other team's balloons by stepping on them. Each person whose balloon is broken is done playing the game. The last team with an unbroken balloon is the winner.

Looking back:

Discuss with your Helper the times in the game when you saw cooperation taking place. Describe the times during the game when you saw competition taking place. Describe how you helped other members of your team when playing the game. Describe how you helped members of the other team when playing the game.



Activity: **Cooperating in Groups**
Leadership skill: Working with groups: Cooperating
What to do: Attend group meetings and observe cooperation.

Leadership
Skills You Never Outgrow

Attend three group meetings and observe how the groups cooperate. Make notes on how the members of the groups cooperate with one another. Some groups to observe might be your family, your church school class, your class at school, a club you belong to, a club your parents belong to, or a group on TV.

Looking back:

Describe how the group members treated one another. Describe how each member of the group was involved. In what ways did the group make each member feel a part of it? What did you see that you think might have been done to help the group work better?

Activity: **Making a Machine**[5]
Leadership skill: Working with groups: Cooperating
What to do: Imitate the work of a machine with your group.

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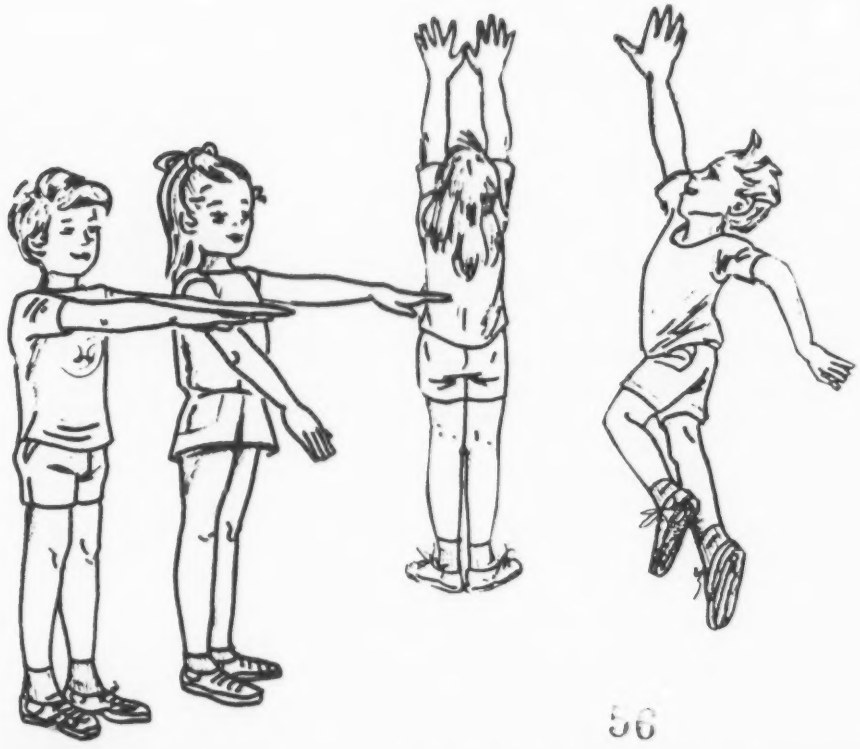
Skills You Never Outgrow

Play at making a machine with your family or a group of friends. Make a group of four people. If you have more than four people playing, you may need more than one group.

Each group is to make a machine, with each member becoming a moving part. You may want to have the parts use sounds, move about, and work at different heights. Examples of machines are a lawn mower, vacuum cleaner, or record player. If you have more than one group, have those not in the group performing guess what the machine does.

Looking back:
Discuss with your Helper the part you played in the machine. Describe how the machine would work if your part was missing. Describe how you felt being part of a group that made a machine. How is it similar to a machine when a group does a job together?



Activity: **Deciding With a Group**
Leadership skill: Working with Groups: Decision making
What to do: Vote on a motion at a club meeting.

Learn about the business that your club conducts by learning about the way your club votes on business items. A motion is the way a club can discuss and take action on an item of business. A motion has four parts:

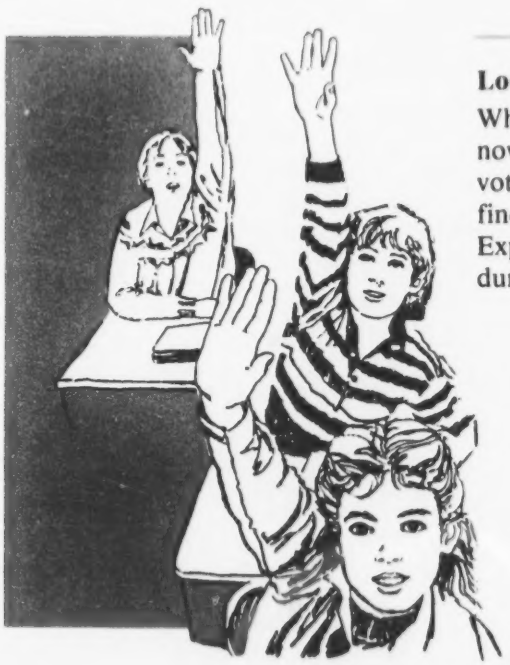
1. **MOTION** is the first part and should include the words, "I move that..." followed by the idea being proposed by a member. This sentence states the item to be voted on.

2. **SECOND** is the next part and involves a second member who agrees with the motion and says, "I second the motion."

3. **DISCUSSION** is the next part and this is the only time after a motion is made and seconded that any member of the club can voice his or her opinion on the item of business. To end the discussion, any member may say, "I move the previous question." This is not required. The chairman may call for the vote when the discussion is over.

4. **VOTING** is the final part of the process. Every member may participate by responding in the way requested by the chairman. For example, the chair might say, "All in favor say yes; opposed no." Members respond in turn "yes" or "no."

Practice making a motion in a group you belong to or for your parents, a teacher, or your Helper. Try to include all the important information group members should know in the motion.



Looking back:
What items of club business do you vote on now? Explain how you understand what is being voted on in your club. Describe how you could find out more about the item being voted upon. Explain the kinds of questions that you could ask during the discussion of a motion.

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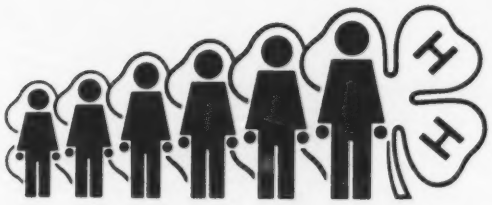


Leadership

Skills You Never Outgrow

Helper's Guide

Welcome to helpership in the 4-H leadership project! You are a very special person. Your assistance was requested as a helper by a 4-H member enrolled in *Leadership: Skills You Never Outgrow.* By working with the 4-H'er in this project, you will begin to form a relationship that can help each of you grow and develop.

Each young person who enrolls in the first level of the leadership project is expected to secure someone with more experience to be a personal helper in doing the project. Members in more advanced levels are involved with groups for some of their leadership learning activities, but they are encouraged to do some with a helper too.

This guide is designed to help you as you accept this new responsibility. You will be assisting one or more members individually as they grow in understanding themselves, other individuals, and groups.

How the Project Works

Leadership: Skills You Never Outgrow is like many other 4-H projects in that it helps 4-H'ers learn things they can use the rest of their lives. Leadership skills help people help themselves and others achieve their goals. The project is designed to help the member get experience with the skills he or she needs to lead. Ask the member to share the project book with you and read the introduction section. It will help you gain an understanding of the project.

Members select which learning activities they wish to do to help them learn. Project guidelines suggest they choose at least one activity from each of the leadership skill areas in the book. There are numerous activities to choose from.

Once activities are selected, the member will work through the activities one at a time with your help. He or she will be involved in doing, thinking or talking about things leaders need to be able to do. After doing the actual activity the members are urged to think about what they have been doing and how it might relate to other situations.

What You Will Do

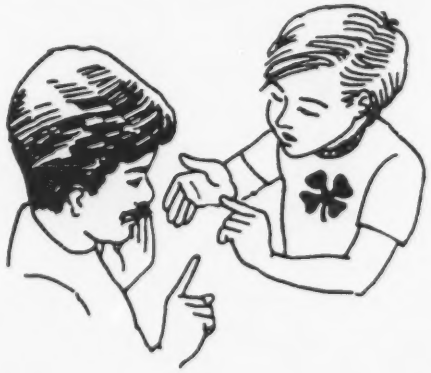
As a helper you will help the member decide what to do in the project. Encourage him or her to choose activities that will be challenging and give experience with new skills.

You will also help him or her understand and work through the activities. At the end your task is to ask questions and be a good listener. Help the member think beyond the activity just completed. Try to identify what can be learned from it.

You shouldn't try to give advice except to share your own experiences. If something comes up in your discussions that makes you think the member may need help, ask an adult you repect to suggest someone who can give the help needed.

Be available, willing to participate and enthusiastic about helping when you meet with the member. You have an important assignment. It is an honor to be respected enough by another person to be asked for help. Take pride in your work and both of you will enjoy the new challenges in the project.

Being a helper for a friend is a position of trust. Your 4-H member will trust you with some of his or her personal thoughts and feelings. It is very important to return this trust by keeping this information between you unless the 4-H'er says it's o. k. to share it with others. You can also share some of your personal thoughts too. This will reinforce the trust between you.



Understanding the Young Member

Young people vary greatly in age, character, maturity and experience. Some are very quiet and shy while others are active and outgoing. You may be working with a member who is beginning in the leadership project or one with several years experience. Members can start the project at any age, but the majority are ages 9-11 when they begin the leadership project.

Members this age have lots of enthusiasm and enjoy doing new things. They like activities, but many don't enjoy doing the same thing for a long time.

You will enjoy helping the younger member develop a sense of responsibility and learn to cooperate with others. Always set a good example yourself, since boys and girls of this age tend to idolize older youth and adults.

Young members need guidance and encouragement, especially during their first years in a project. The first skill level, covered by Books I and II, involves "looking in". This level is designed to help members learn more about themselves and to learn personal leadership skills. Some of the learning activities will involve them in thinking of things they have never thought about before, and they will think it's hard. Encourage them to try because that's how to grow.

Activities of the Helper

Here are some of the things you can do to be a good helper:

* Assist your member during his or her entire year in the leadership project. It is the member's responsibility to schedule times to get together.
* Encourage and praise your member.
* Start the project by helping your member plan which activities to do in the leadership project. The project book gives help with project planning. Write the plans on paper, so each of you can have a copy. Members should record their plans on their planning sheets.
* Help the member complete the activities chosen. Remember the 4-H motto: "Learn By Doing." Encourage your member and help find other help and resources, if needed, but don't do the work for him or her. You may be able to do a couple of activities together when you meet, but don't rush through.
* At the end of each activity, take plenty of time to do the "Looking back" or "Interpreting" questions to help the member think about what he or she has done. This is a good time to help apply these ideas to other situations that are similar. Be creative, talk about anything that you think will help the member learn and think about new ideas.
* If the member decides to try more activities in addition to those in his or her plan during the year, that's o.k. Changes should be recorded on the planning sheet anytime.
* Work with the leadership 4-H project leader in assisting your member and others with group activities.
* Send your member a card for his or her birthday, at Christmas or Valentines Day. Do other things to show your special interest.
* Be a friend to your member in and out of 4-H activities. Be available to talk and say "Hi" wherever you see him or her.
* At the end of the year meet with the member and discuss what he or she liked most about the project. What would he or she do differently next time? Help the member complete his or her record for the leadership project. Encourage your member to re-enroll in a leadership 4-H project for another year.

Thanks. You have helped someone who looks up to you learn and grow. This is one of the most important roles a person can have in a lifetime. If you put yourself fully into the helper role, no doubt you gained personally too.

This Helper's Guide was prepared by Barbara Geiger, Eric Fugate, 4-Her's; and Mary K. Munson, Fred Haegele, Extension Specialists, 4-H/Youth, with counsel and assistance from other members of the Illinois State 4-H Leadership Development Committee.

Urbana, Illinois LC0630 August, 1986

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